CHRISTIAN EDUCATION MAGAZINE

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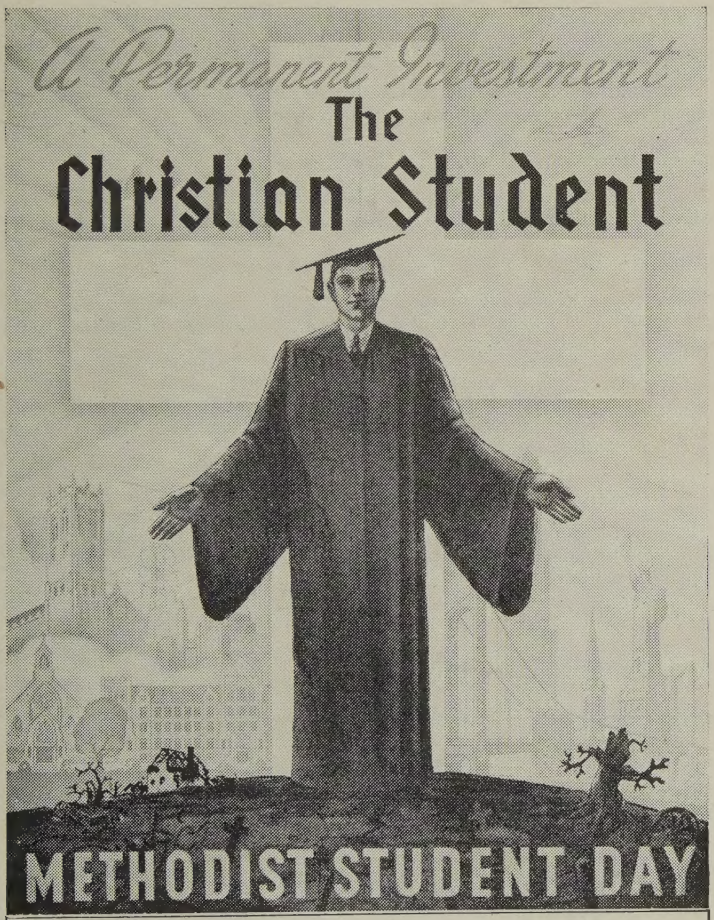

Offering for Student Loan and Scholarship Fund

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CHRISTIAN EDUCATION MAGAZINE

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Basically Sound

The principles upon which the newly created National Methodist Scholarships are founded are basically sound at every point.

1. They are sound from the standpoint of the Church, which has always been concerned for the intellectual development and Christian motivation of its own and other young people. It is logical that the Church should delight in a scholarship program which opens avenues of training in its own institutions to highly selected young people from whose ranks its future leaders must come. It is also sound for a great religious organization to train its own leaders. Nations have long provided training for those in their diplomatic service and for their officers in army and navy. Industry in large measure trains its own foremen and executives.

2. The National Methodist Scholarships are sound in academic emphasis. They are real scholarships, not grants in aid under a misnomer. High grades and high standing in class are required of those to whom scholarships are awarded.

3. The principles are sound as they affect the interests of accredited institutions of The Methodist Church. In point of costs our schools, colleges and universities have long been at a disadvantage in their relations with tax-supported institutions. The National Methodist Scholarships, covering regular tuition and fees up to $400 remove that differential and for their holders they equalize college costs as between the church-related and tax-supported institutions.

4. These scholarships are sound in principle and are a particularly happy concept in their service to the individual student. A prominent educator in one of our progressive states has long advocated an educational subsidy for the individual student as the only way by which educational opportunity can be equalized. "The building of state universities and technological schools," he says, "will never make the educational opportunities of the rural or village lad who lives fifty miles from any such institutions equivalent to those of the fortunate young person who lives just across the street from a state institution of Higher Learning."

The "G.I. Bill of Rights" with its educational provisions made available directly to the student recognizes the validity of this principle, and in like manner each National Methodist Scholarship, though awarded through an Educational Institution, is none-the-less given directly to the student.

Designed to give the greatest possible service to the Church, the cause of Education, the Institutions and the students, the National Methodist Scholarships bid fair to become one of the most constructive forces in our entire program of Higher Education. *B. M. M.*

Lest We Forget

WALTER W. PARKES*

That annual dinner-on-the-ground observance of Methodist Student Day, formerly called Children's Day, by Methodist churches had a tremendous appeal for every member of the family in those days when social life was centered entirely around the church. Perhaps it meant work for mother and the older sisters who prepared the spread, but it did furnish an excellent excuse for meeting in the church yard and having a wholesome good time with the neighbors.

It was there that little boys pestered pig-tailed girls and received repeated parental warning of impending spankings. There, too, the slightly older sister began to get her first attention from that Smith boy down the road, and brother learned that Sally Jones was prettier than the rest of the girls in the community.

There mother proudly passed around her best angel-food cake; and complimented Mrs. Lawrence on her sparkling apple jelly, while father discussed the news of the county with his neighbors. There was talk of crops, too, if it were a farm community, or of the local business prospects if it were a town church. Whatever the setting, there was friendliness and a certain contentment which goes with almost any church gathering.

Perhaps those social get-togethers occurred several times during the year. Methodists have long been noted for their church spreads, and many a congregation made a monthly affair of dinner-on-the-ground or supper in the church building. But there was something that seemed to stand out about Children's Day, now Methodist Student Day—something that made it more important and more popular than those other affairs.

The time of year may have had something to do with this. It always came in early June, when the sun shone brightly and the air was balmy and the crops were in. School was out, too, and the kids just naturally felt better about everything.

Possibly the pastor had preached some pretty good sermons lately on the need for better education in the country. He hadn't minced any words about the matter, either—if a man or a woman were going to help build a better world, then he or she would have a lot more chance of success by going to college. And it was up to that particular congregation to help by furnishing students and money. A few dollars in the collection plate on the second Sunday in June would assist some worthy student to go through a hard year.

These were words that everybody

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could understand and agree with. There was no difficult thinking required to reason this out—money in the plate meant help for someone who wanted to go through college. Money spent now would help to build a fund which their own youngsters could call upon when they got to college and needed more than the family had counted on.

Perhaps these feelings of participation in a worthy cause were what loaned added zest and enjoyment to those Methodist Student Day gatherings. Certainly they produced results which any participant could be proud of.

Since its inception in 1864, the Methodist Student Loan Fund has helped more than 65,000 students with loans totaling approximately $10,000,000. The beginning was slow, however. Back in 1864 a committee was appointed in the Methodist Episcopal Church to lay plans whereby the church might extend aid to worthy but needy college students. The Student Loan Fund was set up, to be supported by offerings from churches all over the country on Children's Day. The first loans were made nine years later, with the grand total of $300 for a start.

Somewhat similar loan funds were set up in both the Methodist Episcopal Church, South, and the Methodist Protestant Church. In the former, the Christian Workers Education Aid Fund loaned money to ministerial students and other church workers, and the Williams Loan Fund made money available both to ministerial students and to laymen. Two funds were set up in the Methodist Protestant Church, also, called the Student Loan Fund and the Ministerial Education Fund. In addition, several annual conferences of the Southern church established their own loan funds from contributions received on "College Day."

Although loan funds in these two churches failed to reach the proportions of the fund in the Methodist Episcopal Church, they did make a considerable total. Following unification of the three denominations in 1939, all funds were consolidated into the Methodist Student Loan Fund, and the observance of Methodist Student Day on the second Sunday in each June was urged upon all the local churches.

Seldom does one encounter the oldtime dinner-on-the-ground observances in these faster-moving days, but the Sunday morning service still affords that gratifying feeling of rendering help to a worthy cause. Second Sunday collections are building a student loan fund the size of which is probably unsurpassed anywhere.

During the years just preceding World War II, loans were made at the rate of about 6,000 per year and in some years the amount appropriated for loans was as much as $450,000. Each year, however, many worthy young people had to be told that the funds were exhausted, and they must seek elsewhere for much-needed help or drop out of college.

It brings a thrill, indeed, to consider the service rendered through these student loans in the almost three-quarters of a century they have been in operation. A significant story could be written about the borrowers whose names now loom large among the rolls of human benefactors. But even then its full worth would hardly be illustrated, for thousands of young men and young women who made use of the Student Loan Fund grew up to lead useful and wholesome lives without gaining fame or fortune. Their higher education helped to broaden the think-

(Continued on page 20)

Auspicious Beginning

EDWARD W. STODGHILL *

When legislation was enacted by The General Conference in 1944 which provided for a Scholarship Fund, it is probable that very few had much of an idea what might develop in connection with it. From the vantage point of just one year of administration of this Fund we begin to see something of the possibilities.

Following the mandate of the General Conference that this Scholarship should be related to the Student Loan Department and administered by the Division of Educational Institutions of the Board of Education, a Committee from the Division of Educational Institutions was named to work out the provisions. Dr. H. W. McPherson and Mrs. Florence Cox did much of the spade work in developing the Rules and Regulations which have governed the work this first year. This was done and the application blanks were printed before the writer of this article came to the Board of Education as Director of the Department of Student Loans and Scholarships in June of 1945.

The first letter to college presidents acquainting them with the techniques for putting this legislation into action and advising them of the rules of procedure was sent out in July, 1945. It was suggested that a Committee on Scholarships should be named in each school, the Chairman of which would be the liaison officer between the department and the school. Following this letter the application and recommendation blanks were sent to each school to which scholarships would be allocated. Soon applications began to come in and it was not long until we knew that the National Methodist Scholarships were being heartily accepted by students and institutions alike.

The source of revenue for the National Methodist Scholarships is the same as that back of the Student Loan Fund—The Methodist Student Day offering. The Executive Committee of the Board of Education, April 1945, decided that the Student Loan Fund should have 60 per cent of this offering and the Scholarship Fund 40 per cent. With the thought that the Scholarship Fund should have a larger amount to give it a good start, the Executive Committee, meeting in Chicago last July, and acting on the recommendation of the Committe on Co-operation, decided that 80 per cent should be turned to the Scholarship Fund. This enabled us to offer many more scholarships to the schools. The percentage can be changed by the Division of Educational Institutions when necessary.

The Division of Educational Institutions determined that these National Methodist Scholarships should hold to a high standard of scholarship since, monetarily speaking, they

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are good scholarships. They offer tuition and regularly established fees up to $400.00 per year. In keeping with this high benefit the academic requirements are that an applicant must have been in the upper 15 per cent of his class during the preceding year and have a grade of B. In addition to this, the applicant must be a member of The Methodsit Church and present evidence of Christian character and promise of usefulness in society and the church. The president of one of our colleges says that in his opinion the National Methodist Scholarships are among the best scholarships in use in our schools.

The schools in which the scholarships can be used are limited to Methodist Institutions accredited by the University Senate. In so limiting their use, it was the thought of the Committee and the Division that more of our outstanding Methodist young people would be attracted to our Methodist Schools. Note please, that the Scholarship is not a grant-in-aid. The college is not granted a sum of money to be distributed among a large number of young people, but rather it is granted a limited number of scholarships to be given to a smaller group of picked youth.

Provision is made that a scholarship holder may receive it year after year, provided he or she maintains the required grade and rank in class. However, the Scholarship Committee of the school is the agency to determine who is to be recommended each year. Many recommendations came to the department of Student Loans and Scholarships this year which did not meet the requirements and had to be rejected. Very naturally the element of need may be one of the factors taken into consideration by the Scholarship Committee of the school. Clearly that cannot be determined by the Department at Nashville.

How many Scholarships have been granted? Two hundred eighty-six including some for only the second semester or the third quarter. Sixty-eight schools out of 84 that were eligible took advantage of these Scholarships to help their students. Seventeen of these presented five students each who were eligible, and 16 had six in their lists. It is believed that practically all the schools will be in line this year. Certainly in every college, university, or seminary there are a number of students to whom this scholarship would be a great help.

Now what do the colleges and the young people themselves have to say about the Scholarships? Quite a volume of letters has come to the Department of Loans and Scholarships giving these reactions. Very naturally expressions of appreciation are uppermost. Without question that is a very sincere and universal attitude on the part of the young people who have been granted scholarships. Out of many letters that could be used let me quote some statements.

"Having completed my first term in college here at Randolph-Macon with the aid of my National Methodist Scholarship, I feel very deeply the urge to express to you and all the others who made this aid possible, my deepest gratitude."

"It doesn't seem possible that my first semester at Williamette University is over already, and I'm about ready to begin the second lap of my college career. School's been so wonderful and I feel I've learned so much (I hope the grade points due next week bear me out), that you can't imagine how appreciative I am to be a holder of one of the National Methodist Scholarships."

And there are many who suggest that it would have been impossible for them to be in college without the scholarship. Witness this, "I should like to express my apprecia-

tion and gratitude to you for making it possible for me to continue my education at Brothers College of Drew University by awarding me a National Methodist Scholarship. May I say 'thank you' from the bottom of my heart!"

One young lady, writing quite exuberantly about a special event at the college and preparations for it, says at the close, "Everyone gets pretty fond of W.U. about now, and I most surely should be doubly thankful. I can think of no gift that could surpass a Scholarship to such a fine school. Thank you again, more than I can say."

This word comes from a mother who has been endeavoring to educate her family, "While I believe I would have managed some way to send her to Wesleyan without the scholarship, you don't know how much it has eased the burden for me."

A number of letters have expressed gratitude that the church is back of them in their educational efforts. "Not only does this scholarship give me necessary financial aid in preparing for the Christian ministry, but it also gives me a feeling of firm support from that church which I intend to serve, The Methodist Church."

Another attitude which is very general among the young people is that the scholarship has increased within them a sense of responsibility to really make good. One girl expresses it in these words, "All of this interest being shown in me really gives me a feeling of responsibility to make the most of my opportunities, and I hope that I will be worthy of your trust."

A Negro boy says, "Realizing that I am most fortunate in receiving such a wonderful gift, a great responsibility of service is mine. It is through ultimate preparation that my service in society will be effective."

And still another, "The scholarship which has been granted to me is certainly a very wonderful help. I hope that my record will indicate how much I appreciate this scholarship and that I intend to use this opportunity to the best of my ability."

College presidents and scholarship officers have been enthusiastic in their statements concerning the value of the National Methodist Scholarship. Out of many expressions we quote a few.

"Certainly, I think the National Methodist Scholarship is an excellent plan and you may rest assured that we here at Cornell College wish to co-operate with you in any way in which you execute the program."

"The creation of the National Methodist Scholarships has been a fine step, much appreciated in this institution. We are making every effort to administer them faithfully and exactly."

An estimate of the value of the scholarship to the young people is expressed in, "I am sure that you are pleased to know that these young people are doing good academic work and that otherwise they are proving worthy of the aid given them through The Methodist Church."

The same idea is in the following quotation, "The scholarships for this year have proved a source of benefit for those students receiving them."

There is little need to comment on these reactions. In the National Methodist Scholarship The Methodist Church has developed a plan that will be of inestimable value to its youth and of very real help to Methodist institutions. Any efforts that may be made by pastors and school men to insure a large Student Day offering will be time and effort well spent.

Easy Money?

GAY CHARLES WHITE*

It has been said that the annual offering for the Loan and Scholarship Fund, is "easy money," meaning it is one of the most spontaneous and easy-to-take offerings of The Methodist Church year.

The expression can be misunderstood, as signifying financial methods that smack of exploitation, well-meaning trickery and opportunism, taking advantage of what was observed for many years as Children's Day to make an emotional appeal and ask for an offering while the congregation is in a grand good humor.

Such is not the case. There is no easy money among Christians. Money honestly acquired is the result of toil, devotion, investments, stewardship, consecrated personality, and co-operative community life. Moreover every financial appeal officially endorsed by The Methodist Church is clean and above board, and can be presented faithfully and earnestly, on its own merit, without ballyhoo or fanfare.

Among the many projects so endorsed, the Loan and Scholarship Fund is unique. Not only is it one of the most attractive, it is the oldest such fund in unbroken continuity in American Methodism. The Fund has an almost universal appeal. The people called Methodists have always taken higher education seriously. They send their sons and daughters to college in such numbers that the Methodists often become the largest numerical group, not only at State Universities, but also in Colleges of other denominations.

This is true, notwithstanding the fact that the Methodists are not, generally speaking, persons of great financial wealth. In more instances than otherwise, the sons and daughters of Methodist parents "work their way," at least in part, through college and university. The Loan and Scholarship Fund has been a life saver to thousands, who otherwise could not have remained in school.

The Student Day observance has a splendid background, the traditional Methodist emphasis on Christian educational training, all the way from Cradle Roll parties, Mothers' Clubs and Children's Day "exercises," through the grades of the Sunday Church School, to college, university and graduate school.

The terms by which the loans are made are so fair and generous that any sincere and industrious young person need not hesitate to assume the responsibility of such a contract. Thus the Fund becomes a perpetual revolving loan, doing its beneficent work, over and over, year after year.

Each year the Division of Educational Institutions of the Board of Education publishes one or more attractive programs, together with suggestions and factual material explaining the history of the Loan Fund, its past accomplishments, present opportunities and plans for the future. This material reaches every pastor in American Methodism well in advance of Student Day, giving ample time for the ordering of envelopes and other supplies.

The Pastor, Charge Lay Leader and Church School Superintendent will do well to co-operate in bringing the objectives of the Loan and Scholarship Fund to the attention of every group in the local Church. All children, young people, and adults should be given opportunity to contribute. An advance distribu-

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tion of envelopes will ensure a more general response.

Illustrative material, of rare human interest, is almost limitless and perennially attractive. The story of Christian adventure in the realm of education is more thrilling than any Hollywood movie, for here is the Acts of the Apostles in the twentieth century. Thousands of ministers, missionaries, teachers, evangelists, and lay persons have been helped through their years of poverty and need by this Fund. Many well known educators, lawyers, physicians and musicians have been sustained during months and years of crisis by the timely aid that came from the Fund. Heroism and sacrifice have featured the campus life of a host of obscure men and women who are very useful members of society, college graduates with Christian background and training.

Each year a splendid new generation of Methodist youth stands at the portals of American colleges and universities, a never-exhausted pool of potential Christian leadership. Both they and their parents are tremendously interested in the decisions to be made within the family circle, the college to be chosen, the courses of study, and the financial obligations to be met. The Loan and Scholarship Fund is of great concern to many of them.

Pastors and Church School officers and teachers are urged to observe Student Day worthily, as the occasion so well deserves. The presentation should have all the dignity and attractiveness that pertain to a Sunday morning worship period.

Special music, a Youth Choir, religious drama, personal incidents, and a brief address crammed with interesting facts may well result in a worship hour as worth while as any other observance of a special day in the calendar of the Church year.

In the present era of world-wide strife and confusion, with nations praying for peace and planning for war, the emphasis of the Christian Church should be given to clear and courageous thought and action. This is of paramount importance. Adequate Christian leadership can be developed only through Christian education, all the way from the home and the Cradle Roll to the Graduate School. Each college campus upheld by local churches and Christian people must furnish this Christian leadership for tomorrow's brave and better world.

The American people have a great stake in all these questions and issues that are to determine the kind of a world their children and grandchildren will inhabit. Fathers and mothers whose children are yet too young to attend public school, ex-service men and women who know at first hand the frightfulness and futility of war, adults in the business world who know the hazards of war profits, are all equally anxious about "tomorrow's children" and the future of civilization in the atomic age upon which the world has now entered.

The Methodist Loan and Scholarship Fund is at least a partial answer to the question of Christian leadership in the post-war world. Only well-trained Christian leaders can give adequate motivation and direction to a weary and staggering humanity, dominated by fear and sick unto death.

Give generously to this Fund. God will bless and multiply such gifts just as the Great Teacher blessed the bread and fish in Galilee so long ago. The gift of one obscure lad, like the contributions of children on Student Day, fed a multitude.

What of the Future?

JOHN Q. SCHISLER*

No soldier ever more nobly earned an honorable discharge than Dr. John Hugh Reynolds, after thirty-one years of distinguished service as President of Hendrix College. The utter absence of sham and showmanship in this institution through the years is in a very real sense a reflection of the intellectual honesty and the spiritual integrity of its president.

The new President is fortunate in that he has the confidence and good will of the faculty, the pastors of the two Conferences in Arkansas, and the laymen who know him.

He comes into office at a time when serious questions are facing the church-related college. Does the Church have any place in the field of higher education? If the college puts spiritual values first in its curriculum and in all its activities, can it survive in a secular society? Because the Church has confidence in him, it has called Dr. Ellis to a place of great responsibility at a time when such questions must be answered. Education in America is in a state of upheaval. Those who are engaged in education may think that upheaval is its usual state. But there is evidence of widespread unrest regarding modern education, and notable examples of the efforts which educators are making to find ways of improvement. Among these is one in Harvard University which has had a committee to study its curriculum. This committee has recommended some radical changes. Yale and other institutions and the high school people are doing likewise.

All this is not surprising to any thoughtful person. Some of us may recall the vastly different worlds we lived in prior to 1914 and after 1918. Great as that difference was, it is small compared to the changes through which our civilization is being hurled with the speed of lightning at the present time. It is stupid to imagine that these changes will not affect the church in all its activities including its colleges.

Out of the welter and confusion of this day there are at least three conditions which are emerging and with which civilized men must deal if they are to remain civilized. First, the close proximity of all peoples. It is no longer possible for us to live apart with our kind of folk. All kinds of people are here and our people are going everywhere. The

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* Executive Secretary, Division of the Local Church, Board of Education. No man in Methodism is better qualified, or is in better position, to discuss the service needed by the Christian cause at the hands of our church-related institutions.

This is a condensation of an address delivered by Dr. Schisler at the recent inauguration of Dr. Matt Ellis as President of Hendrix College, Conway, Arkansas. Taken from Hendrix College Bulletin.

second of these conditions is the easy availability of knowledge. The condensed news magazines, the digest, the picture magazine, the news reel and the radio have brought information of the most remote places on earth to everybody, not merely to the educated man. The third of these conditions is the struggle of the common man for an equitable share in the material benefits which modern science has made available to the world. Common men in America and in every part of the globe are striving against terrific odds to obtain a just share of the world's freedoms and in the world's goods.

What of the future of the church-related college in such a world?

In the first place, the intermingling of peoples with their varied standards of conduct may be an opportunity to lift the level of all to the cultural level of the highest in the group. On the other hand, it may have a tendency to release the restraints and inhibitions which grow up through years of living in a simpler social order. That is a fact which is difficult for us in the South to realize, but it is one with which we must contend in the future because of the almost certain industrialization of the South. This means that the Church must pour into the mass of humanity youth who have depth of intelligent Christian convictions based upon sound learning and spiritual insight.

There is another aspect of this matter. Today's world is no larger than yesterday's county. When we contemplate the sort of utter destruction which now may be carried by a bomber, it is no wonder that scientists and free columnists are outdistancing the preachers in proclaiming the gospel of moral responsibility. The scientists have discovered that science cannot make a happy world. The danger in the present situation is great and immediate. A writer in *Time Magazine* comments, "In ignorance, frivolity and rivalry the world plays with the awful atom."

It is perfectly evident that the threat of the atomic bomb is permanent. Our children, our children's children, and all succeeding generations must live every minute of their lives under the shadow of that threat. It may be used without warning by any nation who holds its secret. The meaning of all this should be perfectly clear. As a secular editor recently said: "It is not the atom we should fear, but ourselves." It is as if the hand of God had written in letters of blood across the heavens: If civilization is to survive, atomic power must be controlled by men whose scientific learning is matched by the same high quality of spiritual insight.

Our second question concerns the widespread dissemination of knowledge today which promises shortly to be vastly extended. There are two aspects of this question. The first is the nature of the context in which this knowledge is brought to the people. Does it have any ethical content or is it almost altogether secular and largely immoral?

The report of the Harvard Committee published in a book entitled, *General Education in a Free Society,* says: "One need be no soft paternalist to believe that never in the history of the world have vulgarity and debilitation beat so insistently on the mind as they do now from screen, radio and news stand." I would like to think that the movie, the screen and the press could be completely redeemed and used entirely for wholesome entertainment and Christian education, but so long as they are under the control of secular forces we must have the local church school of religion and the Christian college with their positive Christian teachings.

The second aspect of this problem poses the question, how does one get educated? Admitting that one can acquire bits of knowledge about many things in all parts of the world, is he thereby educated?

The tendency today of getting information from the picture magazines, the news reels and in concentrated doses of boiled down essence of information (and misinformation) over the radio is resulting in filling the mind of modern man with hazy mental images of a multitude of unfamiliar words and scenes in which there is no thread of continuity, or coordination. In other words, he is not thereby an educated man.

The essence of education is in helping persons to exercise wisdom in the choices they make. That takes time and a curriculum in which there is unity and continuity. Since the most important choices any person can make are in the realm of the spiritual life, I contend that the best education to be had is under the guidance of teachers who have lived long enough to know the difference between knowledge and wisdom.

When we approach the third of these conditions we are face to face with one of the most discouraging phenomena in the present century. We fought the first world war to make democracy safe for the world. We have fought the second world war for the four freedoms for all people everywhere. Men and nations who possess great power, whether it is political or financial, are slow to relinquish it. This fact is presented in a dire prophecy by Dr. P. A. Sorokin of Harvard. He says: "The next decade will be transitory, a house divided against itself, with all the chaos accompanying the disintegration of a sensate culture and the emergence of a new one. The greater part of humanity will not regain as yet either peace of mind or great happiness or integrity. The dying sensate culture will be generating an abundance of sensate forces capable of poisoning the lives and activities of millions."

Let me now mention again the questions which were asked at the beginning. Does the Church believe enough in the Christian College to give it adequate support? Will the Christian College put the spiritual life first? If it does, can it survive?

Within the past twelve months I have been greatly encouraged by the response of our people to the financial needs of the Church. We have raised more than $27,000,000 in the Crusade for Christ. World Service is now 20 per cent ahead of last year at this time. Church debts, college debts, hospital debts, have been paid and more local churches will be built within the next two years than during any like period of time in the history of the Church. An increasing number of laymen are concerned about the spiritual situation in our world. They want the Church to be courageous, to advance. On several occasions, in many places, laymen have exhibited a faith and a courage which have surprised their preachers. I believe the Church in Arkansas is ready now to respond to the needs of this institution and that Christian laymen in this state will match the faith and courage of the Martins, the Buchannons, the Hendersons, and hosts of others who gave largely in an earlier day.

In the Harvard report on General Education in a Free Society is this significant summary of one section of the report:

"We have described the facts of reality reflected in the different spheres of learning and together comprising what the human spirit can call truth, (though we have left out, for reasons already given, what many consider the highest, most embracing sphere, that of religion, and

our exposition may seem to fall short on that account.)"

The reason given for leaving religion out of account as a source of intellectual unity in the college is, "This solution is out of the question in publicly supported colleges and is practically, if not legally, impossible in most others."

I contend that it is not practically and legally impossible to make religion a unifying force on a campus such as Hendrix. In fact, it is my belief that the church-related college must find here the reason for its life and for its support by the Church and by men of strong religious convictions.

Dr. Trueblood in his "Predicament of Modern Man" says that the most urgent problem of our time is the spiritual problem, but most people do not believe it. The Christian college must believe it, and do something about it, else it will cease to have a reason for existence. I have frankly felt that much of our student religious activities program has centered to such an extent in the realm of issues, crises, and problems that the student is often led to feel that nothing is stable and secure. I am afraid that many students do not discover that there are points of reference to which they, like the surveyor in the wilderness that was America in the early days, may come again and again as they move out upon the unforecast experiences of life in an era of unbelief.

There are issues and problems, to be sure, and the college student ought to learn how to meet them successfully, but there is also a sure foundation under the universe of law and order, a spirituality whose name is God Almighty, the same yesterday, today, and forever. An enlarging understanding of this fact and of its consequences for his life and the life of the world, is the most important acquisition any student can make during his four years in college.

The fact that the Conferences in Arkansas have projected a campaign for a million dollars for this college is evidence that they believe that this institution is rooted deep in great religious convictions, that its adherence to high standards of intellectual honesty and spiritual integrity are a prophecy of its steady advance into the unnumbered years of opportunity and service which

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A recent gift of $5,000 to Union College (Barbourville, Ky.) will be used for the purchase of pianos and other musical equipment for the Fine Arts Department. The gift raised to $241,000 the amount realized thus far in a half-million-dollar campaign.

Of Mutual Concern

In addition to its other and more widely recognized functions, Methodist Student Day is for many readers of the CHRISTIAN EDUCATION MAGAZINE a reminder of an expiring subscription. If your name was placed on the mailing list of the MAGAZINE a year ago as a result of a contribution of one dollar or more to the Loan and Scholarship Fund offering taken on Methodist Student Day, then, for you, the recurrence of Methodist Student Day is, incidentally, a notice of the early expiration of your subscription.

Will you not keep the MAGAZINE coming to your address by repeating, and if possible, increasing, the contribution you made last year? Thank you.

Promotional Literature Contest Winners

CHRISTIAN EDUCATION MAGAZINE announces the winners of the promotional literature contest for educational institutions sponsored by the magazine and the Joint Committee on Public Relations. Forty-eight schools, colleges and universities entered the contest and a total of 23 placed among the top three in the various categories.

The contest judges met in Nashville during April to go over each separate entry. So thoroughly did the judges consider each piece that a session which began in the afternoon continued until ten o'clock in the evening. Previously they had considered the literature and made individual criticisms and suggestions which are being transmitted to the schools concerned.

In accordance with the original announcement, no prizes are being given. However, CHRISTIAN EDUCATION MAGAZINE and the Joint Committee on Public Relations are convinced that the brief and confidential reports which were compiled by three experts in the fields of art and promotional literature will be valuable to the institutions in improving their publications in the future. The reports will be mailed shortly to each institution which submitted entries in the contest.

The judges were Dr. Arthur Brandon, president of the American College Publicity Association and director of public relations for the University of Michigan; William Kingsbury, editor of the *Nashville Tennessean's Sunday Magazine;* and Morgan Stinemetz, art director for the editorial division of the Methodist Board of Education.

Winners of the contest are as follows:

UNIVERSITIES

Catalogues

First Place	Syracuse University	
Second Place	Boston University	
Third Place	Duke University	

Student Promotion

First Place	Boston University	"The Way to a Career"
Second Place	Syracuse University	"Radio at Syracuse"
Third Place	Boston University	(Series of Departmental Leaflets as follows:) "Careers in Advertising" "Your Career in Home Economics" "Your Career in Nursing" "Your Career in Physical Education or Physical Therapy" "Your Career as a Secretary" "Your Career in Social Work" "Your Career in Teaching"

Financial Promotion

First Place	Syracuse University	"The Answer Is Research"
Second Place	Boston University	Series—"Living Memorials in the Service of Youth" "The Future Must Be Built Today"
Third Place	South. Meth. Univ.	"Endowed Scholarships"

General Good Will

First Place	Boston University	"Sargent School of Physical Education"
Second Place	Syracuse University	Pictorial Bulletin
Third Place	Syracuse University	"Careers for Women"

SCHOOLS OF THEOLOGY

Catalogues

First Place Westminster Theological Seminary

Student Promotion

(Only Entry) Iliff School of Theology

Financial Promotion

(Only Entry) Iliff School of Theol. "Let's Look at Tomorrow"

General Good Will

(No Ranking)

SENIOR COLLEGES

Catalogues

First Place	Allegheny College
Second Place	MacMurray College
Third Place	Illinois Wesleyan University
Honorable Mention	College of Puget Sound

Student Promotion

(No Ranking)

Illinois Wesleyan	View Book—Bulletin
MacMurray College	Poster—"MacMurray Sketches"
Simpson College	Novelty—"Tribal Trade Secrets"

Financial Promotion

First Place	Evansville College	"Tomorrow One Step Away"
Second Place	Cornell College	"The Economy of Building in 1945"
Third Place	Lawrence College	"Enters Its Second Century"

General Good Will

First Place	MacMurray College	"MacMurray College Bulletin" Nov., 1945
Second Place	Bennett College	"Bennett Chapel"
Third Place	Randolph-Macon Col.	"Retrospect and Prospect" / "To the Citizens of Richmond"

JUNIOR COLLEGES

Catalogues

First Place	Centenary Junior College
Second Place	Evanston Collegiate Institute
Third Place	Reinhardt College

Student Promotion

First Place	Green Mountain Junior College	(No Title)
Second Place	Vermont Junior College	"An Open Door"
Third Place	Tennessee Wesleyan College	(Pictorial)

Financial Promotion

First Place	Bethune-Cookman College	"Education for Veterans"
Second Place	Reinhardt College	"An Appeal from Reinhardt College"
Third Place	Evanston Collegiate Institute	"Yes, Count Me In"

General Good Will

Not classified

SECONDARY SCHOOLS

Baxter Seminary only entry in all categories but catalogue

TRAINING SCHOOLS

Scarritt College for Christian Workers only entry all categories but General *Good Will*

PROFESSIONAL SCHOOLS

Meharry Medical College only entry—one category only—*Student Promotion*

At the Recent Board Meeting

The Board of Education of The Methodist Church, at its annual meeting, held recently in Buck Hill Falls, Pennsylvania, took cognizance of certain very encouraging trends in our educational program.

Dr. John O. Gross, Secretary of the Department of Institutions (General), reported large increases in gifts to colleges through regular Church channels and some very significant decreases in college indebtedness. He stated that campaigns are now under way for a total of thirty million dollars for Methodist institutions. He stated further that a decided strengthening of campus religious life was to be noted. Dr. Gross feels that the relationships between the Church and the college have been greatly strengthened in recent years as an outgrowth of the framing and strengthening a year or two ago of certain educational objectives.

Continuing his report, Dr. Gross said that the combined service flags in Methodist institutions contain one hundred, fifteen thousand stars and that during the war period more than two hundred thousand Army and Navy trainees had been enrolled in the training units on Methodist campuses. All institutions are reported to be full to capacity at the present time with enrollments above the 1941 figure and the peak of G.I. enrollments yet to be reached.

Dr. M. S. Davage, reporting for Negro Institutions, which come under his supervision as Secretary of the Department of Institutions for Negroes, called attention to the fact that many of the colleges for Negroes are accredited but that they were accredited under the standards of yesterday. "If all our Negro colleges," said Dr. Davage, "could meet the standards of today we would indeed have a delightful and promising situation. As things stand, however, our schools for Negroes urgently need educational resources. At least one large university in America has more resources than all of the Negro colleges in America."

Dr. H. D. Bollinger, Secretary of the Department of Student Work, declared that the program, which his department administers, has set for its purpose the building of Christian colonies on the campuses and the task of helping students find the Christ, who can help them in this crisis. He reported that the Department of Student Religious Work has recently conducted thirty-five Student Conferences and that its program of summer training, parts of which have been suspended during the war years, will be resumed during the summer of 1946. Five Regional Student Conferences will be held and service projects enlisting the time and talents of eight hundred students will touch fifteen hundred churches.

Dr. E. W. Stodghill, newest member of the Board Staff, reported on the oldest part of the Board's program—namely, the Student Loan Fund. He called attention to the smaller than usual number of loans now being made and to the improved record being established in collection of loans. He paid high tributes to the new National Methodist Scholarships, and reported that two hundred eighty-six scholarships have been awarded thus far. More than $2,486,000 in loans are in force at the present time, he said.

Regional Student Leadership Training Conferences

H. D. Bollinger

The Regional Methodist Student Leadership Training Conferences, suspended on account of wartime conditions, are back on the Methodist calendar for the summer of 1946. Each of these conferences is planned to serve the institutions in its geographic area and is designed to bring together one adult and one or more students from the colleges, universities, Wesley Foundations, and theological seminaries of The Methodist Church in its section. Students of other churches are also welcome in the conferences.

The conferences this year will restudy the entire function of a Christian group on a college campus. Questions scheduled for consideration are: What *is* a Christian group on a college campus? What is it supposed to do? What is its *real* purpose? Is it to fulfill program and organizational functions, or is the purpose of the group to create Christlike persons? How is this done? Can a campus group be expected to exercise wide influence in campus living? Should a college student be expected to face issues today in the light of his college experiences?

Objectives of the Conferences

Specific objectives of the conferences might be listed as follows:

1. To consider the problems of student Christian life.

2. To give special attention to a study of the Bible, in the belief that an intelligent understanding of this living literature is basic to effective Christian conduct.

3. To discuss and give emphasis to the essentials of the Christian faith.

4. To help college students realize that, as Christians, they have a sense of mission and that complete personal commitment to Christ is demanded of them in this world of conflict.

5. To give special attention to the disciplines of Christian living.

6. To rediscover the significance of the Church and to engage in training for Christian churchmanship.

7. To discover the real meaning of the ecumenical Christian spirit on the campus, in our country, and in the world.

8. To study procedures in the work of the National Methodist Student Movement for the purpose of being more effective in Methodist student work on the campus, and in cooperating with other campus Christian agencies.

9. To discuss program methods and materials in student Christian work. The time has come for a reevaluation of the conference method and certain other campus techniques in student work.

10. To study and further develop standards of value in student Christian work.

Plan of Study and Procedure

The daily programs in the conferences provide for platform interpretations of the Christian fundamentals, with the speakers analyzing the issues of our times and indicating to the students ways in which the Christian faith can meet the problems of our day.

Scheduled also during each forenoon will be two sessions each of groups divided into four seminars on the following subjects:

Christian Vocations
Analysis of Predjudice and Propaganda

Disciplines of Freedom
Steps Toward World Citizenship

In the first session time will be spent in the area of study, while the second session will be given over to the Biblical intrepretation of it. This is the same pattern of procedure that was used in the World Conference of Christian Youth held in Amsterdam, Holland, in the summer of 1939.

Workshop sessions, inspirational hours, and directed recreation complete the conference schedules.

Dates and Places

The conferences are to be held as follows:

June 3-8, Lake Junaluska, North Carolina, near Asheville
June 3-8, Wesley Foundation at University of Oklahoma, Norman, Oklahoma
June 10-15, Epworth Forest, Indiana near Leesburg, Indiana

FOR STUDENT RELIGIOUS WORKERS SUMMER OPPORTUNITIES FOR GRADUATE STUDY

The Methodist Student Movement, through the Student Department of the Division of Educational Institutions of The Board of Education of The Methodist Church, working in co-operation with Emory University, Garrett Biblical Institute, and the University of Southern California, is offering exceptional and unusual opportunity for the summer training of university religious leadership.

The courses are offered for pastors in pulpits who are preaching to college students, for directors of student religious life, for adult counselors to students, for special workers among students in Wesley Foundations, and for those who desire to enter such work in the future. The courses offered are on a graduate level and may be applied on graduate degrees in theology or religious education.

Religion will be defined, not as one aspect of the student's life, but as a Way of Life and quality of his entire evaluational experience. Conduct expressions of student religious life, in personal devotions, projects of service and church life and activity will be studied.

There will be a brief survey of the program of student religious work on the American college campus. It will include a study of the student work of the church and other religious agencies that exist to meet the religious needs of students.

Practical program suggestions for a local student situation will be offered and evaluated. This will include a brief survey of program materials that are available and can be recommended.

The relationship of the adult counselor (pastor, Wesley Foundation director, special worker, etc.) to the growing experience of the student group, will be studied. Special consideration will be given to the relationship of the adult counselor to the Student Council in its influence and relationship to the larger group.

Dr. H. C. Brown will teach the course at Emory University, June 11-July 17; Dr. H. D. Bollinger will teach at Garrett Biblical Institute, June 24-July 26; and Rev. Herman Beimfohr will teach at the University of Southern California August 2-30.

Liberal education develops a sense of right, duty, and honor; and more and more in the modern world, large business rests on rectitude and honor as well as on good judgment.—*Charles W. Eliot.*

LEST WE FORGET

(Continued from page 4)

ing and decrease the prejudices in countless small communities.

In many instances the attainments hailed so loudly by the world today would have been impossible or improbable without the foundation of college training. Yet, for thousands full education would have been merely a dream had not the Methodist Student Loan Fund been in existence.

The war years have provided temporarily a different situation. A large proportion of men students were drawn into the armed forces and those who remained civilians seemed to have more money available than in the past. In brief, wartime prosperity greatly reduced the number of loan applicants and the present fund has been sufficient since 1941.

No one doubts, however, that within a relatively short time there will again be an oversupply of students and prospective students who will need the help of low-interest loans to complete their education. And in all probability the calls for funds will far exceed the amounts available unless Methodist Student Day collections in the churches rise to new highs this year and the next and the next.

The days of dinner-on-the-ground in the churchyard have passed forever in many American communities. The neighborhood social life may have moved away from the church. But the cause which gave zest and added enjoyment to the annual observance of Methodist Student Day is just as worthy as ever; and the need for generous contribution is just as great.

THE REQUIREMENTS

Any Methodist student who is attending or desires to attend a properly accredited college or university may apply for a METHODIST STUDENT LOAN. The only major requirement is that the student or prospective student be recommended for the loan by the proper college or high school authorities.

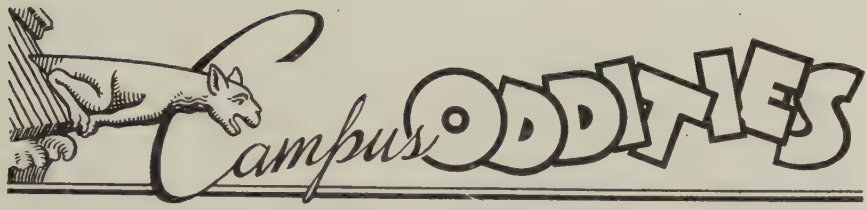
Applications for METHODIST SCHOLARSHIPS may be accepted only from students attending or planning to attend a Methodist institution. They must have membership of at least six months standing in The Methodist Church, and must be in the upper 15 per cent of their class (either high school or college). They must have an average grade of "B" or its equivalent, and must be students "with Christian motivation and promise of outstanding usefulness in the church."

Talking Behind Your Back

Public relations is not a cause; it's an effect—it's the end effect of all that you, your company and your products stand for. Public relations is what your associates, your employees, your customers and their friends think about your business, and say, unfortunately, to someone else.

Hutzler Agency Inklings

MacMurray College (Jacksonville, Ill.) has begun operation of its own campus radio station with the school's Department of Drama and Speech handling the programs. Students from all departments of the college provide the staff for script writing, directing, managing and engineering. The station, which is affiliated with the Collegiate Broadcasting System, is named WMAC and is received on a frequency of 570 kilocycles.



Barely standing after 116 years of vivid Southern history, the one-time slave market, Baptist meeting house, hospital for Civil War soldiers and birthplace of Morristown Normal and Industrial College, is at long last undergoing restoration to become a shrine on the campus at Morristown, Tennessee.

Since 1881 this one-story, frame structure has served the college, first as its one and only building, later as a helpful but increasingly dilapidated part of a growing plant. Before that, its past was as uneven and rocky as the hill on which it stands.

It was built in 1830 to become a Baptist meeting house. Ironically, it had become a market for slave-trading thirty years later and one of the Negro children sold on its block grew up to attend Morristown College, graduate and join its faculty.

During the Civil War the building underwent still another radical change of purpose. Tennessee was in the midst of bloody battles and the structure was converted into a hospital for the wounded of both sides. Bullet holes mark its walls today as proof of the fighting which raged around it.

Last year, while workmen labored to repair its foundations, the old building collapsed. Timbers decayed under rough mountain weather gave way and the roof caved in. But alumni could not see it go—there was too much of tradition attached to such a structure for it to be hauled down from the hill in pieces. A campaign for funds was opened and now the restoration work is under way.

According to President M. W. Boyd, the old building will stand henceforth as a shrine on the rocky hill where it gave birth to Morristown College.

Contributed by Ralph D. Minard

Mark Hopkins sat on one end of a log,
And a farm boy sat on the other.
Mark Hopkins came as a pedagogue
But he taught as an elder brother.
—From "Education" by Arthur Guiterman, in Death and General Putnam (E. P. Dutton).

A Counseling Incident

D—— had become a problem to the health service. She had collapsed in the dormitory one evening and on reviving had refused to be put to bed. She was referred by the nurse to the dean of women. So she came to my office without a summons but in a hostile frame of mind. She sat on the edge of her chair as she talked. I asked her to tell why the nurse wanted her to come in.

"I really do not know. I'll be all right. It was just silly of me to faint last night. I must not miss any classes. I have always had the record of being a good student. I was third in my class in high school. But now that I am in music school I have so much to do. I must catch up with those people who have been taking music all their lives. I have to prove to myself that I can do it."

So the counseling process continued with the dean of women saying little, but with D—— revealing more and more of the terrific compulsion which was driving her to disregard all reasonable health rules. Sleep, rest, food—all were neglected. Before the interview terminated, D—— was talking less excitedly; she told of the nurse's instructions and promised to try to do better to observe them. I had challenged her with a few questions about the application of her intelligence to her program.

On my desk lay the folder which gave full information about her achievements in high school, her ability, her goals. She left the office with a smile and at ease.

Over a period of weeks the compulsion again gained ascendancy. To complicate her problems an intensive friendship developed between her and Jean threatening to exclude from the relationship a long-time friend of Jean's. The matter became a source of concern to the whole residence hall.

D—— frequently ran a temperature and had to miss classes though with Jean's encouragement she had been following a program which included more rest. Then came the day when the temperature shot up and she rebelled against the nurse's orders. The nurse called me into her office after having received orders from the doctor for D—— to be sent home. I gave the news to D——, who flew into a rage of resentment. It was at that point when the constructive counseling began. D—— was persuaded to lie down. After she repeatedly flung out, "You don't understand, you don't understand," I replied, "Of course I don't understand anything except that you are being entirely uncooperative with us on matters of health. You won't give me a chance to understand."

Lying on the couch in the nurse's office with only the dean of women present, D—— then began to pour forth a complicated story of tensions at home, the whole conflict of the new friendship episode, the conflict of a growing desire to break her pledge with a sorority. For one hour with only an occasional brief comment from the dean, D—— talked with scarcely a pause for commas or periods.

It was necessary for her to be hospitalized and then to spend a convalescence at home. During that time she had an opportunity to reflect on the various aspects of her problem and to clarify the ways in

which adjustments were required of her. It was this process which had begun in the first interview with her dean of women.

Counseling is a process. It is neither accidental nor casual, however much it appears to be. In this case the counselor was a catalyzer. The next step developed in the letter written to the dean of women before D—— returned to resume her studies.

"Thank you for the time you've devoted to listening to me talk about my problems and to helping me solve them. The very unburdening of my mind to you made my hospital confinement easier. . . .

"In returning I'm even more anxious to prove that I can live according to rules and that I won't cause those who have my welfare at heart any more trouble. . . . I will accept this as a challenge. . . .

"In reference to my studies, I am going to try to think more constructively about the talents which I have instead of constantly dwelling on those which I don't possess. . . . I still have some thinking to do before I form my final decision concerning the sorority. . . .

". . . Because I have been one in a friendship of three for so long, I prefer that type of friendship. It seems that each of our different personalities supplements the needs of the other two so much better than if there were but two. . . .

"Thank you for your patience, understanding, and guidance. I hope that the next time I have an appointment with you I can walk in and say, 'Won't you come and have a coke with me?'"

Mrs. Leona Wise Felsted, Ph.D.
Dean of Women, Illinois Wesleyan University, Bloomington, Ill.

Noblesse Oblige

Some students are steadied by being brought to a feeling of responsibility for someone else.

Early in the semester Joe and Sam (I shall call them) appeared conspicuously among the dormitory boys as needing special attention in order to prevent an early and unhappy end to their college careers. I had come to know them fairly well through the period of freshman week and registration.

Joe was a natural leader—Sam, the kind of boy who is easily led. It was clear that usual counseling methods would not succeed with Joe.

Casually meeting Joe on the campus, I asked him about a former Centenary boy living in his home town, whom I remembered well. As we parted, I invited him to stop by my office at one of his open periods soon that I might begin to know him as I knew the former student from his home town. He came within a week, and our conversation soon turned to Sam, who was only sixteen. Joe and I agreed that Sam was a bit homesick.

"He rooms near you in Rotary Hall, I believe. If you would 'warm up' to Sam you could soon get him over his homesickness," I said. Then I added: "And since Sam is so young, I am anxious that just the right man 'warm up' to him."

This evidently set Joe to thinking. I had no thought to push him. Joe was not at all sure he was the right man but thought he "might help some." For this I was grateful.

"You are just the right man—better than any upperclassman for Sam," I said, "provided you are willing to take some responsibility for him." I used a few more words to assure him that I did not believe it would be difficult, that, "if Sam

knows you like him, he will go along with you."

I was encouraged by Joe's doing more thinking than talking at this first conference. I thanked him for coming and invited him to drop in again before too long, adding, "I do not believe you will be one who will need any *special* invitation to the Dean's office."

Joe and Sam both went through to graduation making creditable records, and both are now good citizens. Joe never became an ideal student leader, but he was a very strong one, and on the whole was one of our better leaders. He had a distinctly good influence on many others besides Sam.

I believe now, as I did when Joe was a freshman, that no other approach could have been so effective with him.

John A. Hardin, Dean,
Centenary College of Louisiana,
Shreveport, Louisiana

Vocations Day at Tennessee Wesleyan

A highly successful Vocations Day was observed at Tennessee Wesleyan College, March 28, attended by 754 students from 25 high schools in the surrounding territory who joined the students of the College in a one-day intensive study of vocations in which they were interested.

About 1,100 students, teachers, many prominent speakers, experts representing many vocational fields and faculty members of the College took part in the day-long ceremonies which marked the sixth observance of the annual event co-sponsored by the Kiwanis Club of Athens, Tennessee.

President's Home Given to Dakota Wesleyan University

Dakota Wesleyan University, Mitchell, South Dakota, was recently the recipient of a beautiful residence located near the campus which will become the home of the President of the Institution. It was given to the University by Dr. B. A. Bobb, a well-known physician, who, prior to his retirement a few years ago, had practiced medicine and surgery in Mitchell for fifty years. Both Dr. and Mrs. Bobb are graduates of Dakota Wesleyan and Dr. Bobb has for many years been a member of the Board of Directors and for the past twenty-five years has been chairman of that Board.

Dr. B. A. Bobb presents the deed to his home to Dakota Wesleyan University. President Edge, standing, receives the papers for the Institution.

Denison Produces Attractive News Letter

A monthly message to alumni and friends of the school, printed on an attractive four-page folder, is distributed by Denison University of Granville, Ohio. President Kenneth I. Brown is the author of the messages, which deal with religious, educational and current event topics. The back page of the folder is devoted each month to news notes of special interest to persons familiar with the University.

THE DEPARTMENT OF

The Methodist Student Movement

HIEL D. BOLLINGER

HARVEY C. BROWN HAROLD A. EHRENSPERGER

Fellowship Unit at Baker

Eight to twelve students gather in Fellowship Hall on Baker University campus each Wednesday morning to worship, study and plan action programs together. Many of the students are members of the Fellowship of Reconciliation and others share their concern for world peace, interracial understanding and a deeper religious life. The group has been active in sending food packets to Europe, opposing conscription and securing a number of speakers before campus groups.

Recently seven of the group journeyed to Newton, Kansas, for an Institute of International Relations. There they met Ted Mills, a Methodist boy, who had served with the Friends Ambulance Unit in China. He visited the campus the following week where he spoke concerning his experiences while serving in China.

* * *

Wesley Foundation in Strategic Center

The Wesley Foundation in Chicago, Illinois, is centered in the St. Paul Methodist Church in the heart of the largest medical center in the world. A recent program schedule states that this Wesley Foundation is "striving to develop a vital program which will meet the needs and interests of the young people of this Medical Center and which will serve the needs of the peoples of the community." An additional statement of the objectives of the work which their student leaders have set before themselves is as follows: "We want to stimulate youth to secure a spiritual and moral foundation through Christ for the enrichment of one's self and others."

At a recent social gathering students were present from the nurses' homes, the Cook County Hospital, the Presbyterian Hospital, the University of Illinois Medical School, the Coyne Electrical School and the Wesley School of Nursing.

In the early part of March, Dr. James Workman of the Board of Lay Activities conducted a New Life Clinic. Other recent leaders who have been at this Wesley Foundation have been Rev. Paul Grimes, of the Westridge Community Church; Dr. Roy Smith, of the *Christian Advocate*, a former pastor of St. Paul; Dr. Charles Boss, of the World Peace Commission; and Dr. Norman S. Hayner, Professor of Sociology at the University of Washington.

* * *

Hamline University and the Wesley Foundation at the University of Minnesota in Joint Enterprises

The Christian Education Bulletin of the Northern Minnesota Conference in its February, 1946, issue gives a summary of the report, as presented by its chairman, President Pace of Hamline, of the Committee on Institutions to the Conference Board of Education. The following are some excerpts from the report:

"The institutions involved in this report are Hamline University and

the Wesley Foundation at the University of Minnesota. . . . Hamline University emphasizes Christian education. . . . It seeks to create an atmosphere congenial to growth in Christian character. . . . Religion is presented not in terms of coercion but persuasion, not in mandates but ideals, not in the language of repression but of opportunity, not in narrowness but in terms of abundant living, not something disagreeable to be endured but something desirable to be attained.

"(Here Dr. Pace and Rev. Kraft, Director of the Wesley Foundation, gave an outline of activities on the campuses of the respective institutions.) . . . These two institutions are interested in the encouragement of recruits for the ministry and Christian service. . . . The Summer Institutes which are gathering places for young people who are vitally interested in the Christian program have been proven fruitful recruiting places for students. We make the suggestion well in advance that representatives from Hamline University and the Wesley Foundation be placed upon the program and given an opportunity to reach the minds and hearts of those in attendance. . . . It is the conviction of these institutions that we desire to promote and make more secure the relationship with the churches. We consider ourselves the servants of the church, and we want that service to be as effective as possible."

* * *

Seminar in Religious Art

The Wesley Foundation at the University of Alabama, Tuscaloosa, presented Mr. Warner Sallman, famous for his "Son of Man" painting of Jesus, as the Sallie Williams Tate Lecturer in a three-day Seminar on Religious Art, February 23-25.

Among other things on the program were the following: a banquet in Mr. Sallman's honor; a drawing and interpretation of the "Son of Man" picture; a drawing of a new head of Christ on the front chapel window of the Wesley Foundation, to be known as "The Christ of the Campus"; an interpretation of Mr. Sallman's "Christ at Heart's Door"; a discussion of how religious art is used in building Christian character; a lecture in a university class on "Art in the Religions of the World"; a convocation of students of the Graphic Art Department of the University and a final session on "The Use of Art in Religious Education."

* * *

Conference on Christian Vocations

A Conference on Christian Vocations sponsored by the Methodist Youth Fellowship, the Board of Education of the North-East and the Ohio Conferences and Baldwin Wallace College was held on the South Campus, Berea, Ohio, March 7-10, 1946. Cooperating in the enterprise were the Board of Hospitals and Homes, the Board of Missions and Church Extension, the Board of Ministerial Training of The Methodist Church, the Cleveland Church Federation and the Ohio Council of Churches. It was stated in the program that "the purpose of the Conference is to explore with youth the many fine opportunities of full-time Christian vocations" and that "the philosophy is that divine initiative and human discovery lead to joyous vocational certainty."

Among the leaders of the Conference were the following: Dr. Harold F. Carr, Pastor of The Lakewood Methodist Church, Lakewood, Ohio; Dr. Harold Lancaster, Pastor of The First Methodist Church, Cleveland, Ohio; Dr. Charles B. Ketcham, President of Mt. Union

College, Alliance, Ohio; Dr. Louis C. Wright, President of Baldwin Wallace College, Berea, Ohio; Dr. M. O. Williams, Jr., Board of Missions of The Methodist Church; Dr. Olin E. Oeschger, Board of Hospitals and Homes of The Methodist Church; Miss Dorothea K. Wolcott, Director of Religious Education in Weekday Schools, Ohio Council of Churches; Rev. Roger Ortmayer, Professor, Mt. Union College, Alliance, Ohio; Mrs. Sarah Hawkins, Director of Social Service, Cleveland Church Federation; Dr. Alva Cox, Executive Secretary of the Board of Education, North-East Ohio Conference; Rev. Harold W. Ewing, Conference Youth Director; and Rev. Clarence Miller, Chairman of Commission of Camps and Institutes.

Cardinal Spellman, of New York, gained much prestige by this remarkable statement made some years ago when he was first elevated to the archbishopric:

"I shall pray as if everything depended upon God, I shall work as if everything depended on me. My completely absorbing interests will be the salvation of souls—including all—and the welfare of my fellow man—excluding none."

If Catholics and Protestants would unite on this pledge and would keep it sincerely, we should release into the world a force that no combination of evil powers could withstand.

Between the Lines

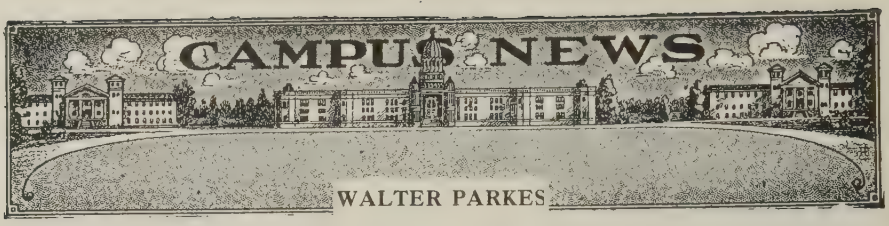
* * *

President V. L. Butterfield of Wesleyan University (Middletown, Conn.) has advised students to "take the summer off" if they can afford to do so. "The emotional strain of continued study through July and August would make it preferable" to take a vacation from school, he said in an address to Wesleyan students.

I Love to Teach

I do not know that I could make entirely clear to an outsider the pleasure I have in teaching. I had rather earn my living by teaching than in any other way. To my mind, teaching is not merely a lifework, a profession, an occupation, a struggle: it is a passion. I love to teach. I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art—an art so great and so difficult to master that a man or a woman can spend a long life at it, without realizing much more than his limitations and mistakes and his distance from the ideal. There never has been in the world's history a period when it was more worth while to be a teacher than in the 20th Century; for there was never an age when such vast multitudes were eager for an education or when the necessity of a liberal education was so generally recognized. It would seem as though the whole world were trying to lift itself to a higher plane of thought.—*William Lyon Phelps.*

Baker University (Baldwin, Kans.) periodically issues a mimeographed paper entitled, *Baker Booster Dynamo,* a news letter sent out to a group of Baker alumni and friends who have pledged themselves to help in the obtaining of new students, of placing graduates, and of reporting persons who will help Baker financially. Exclusive of the Kansas ministers who regularly send in the lists of high school seniors, the number of Baker boosters active during the past year was 74—a decided increase over previous years.



Puget Sound President Leads Churchmanship Class

An innovation at the College of Puget Sound (Tacoma, Washington) this semester, is a class which has been organized by President R. Franklin Thompson in "Essentials of Churchmanship." Dr. Thompson teaches the class himself on Thursday morning of each week. The class is made up of young ministers and prospective lay leaders. Among other interesting features, the young ministers have the opportunity of preaching sermons before Dr. Thompson and their colleagues and of receiving constructive criticism.

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Labor-Management Institute at Boston University

In an effort to aid better understanding of the mutual problems which currently confront both labor and management, the Boston University Labor-Management Institute is presenting as a special spring program five Industrial Relations

The Labor-Management Institute, Clinics with specialized, intensive training adapted to the practical needs of union officials, industrial relations officers, and management officials. The clinics cover a variety of subjects and will present competent and experienced instructors drawn from management, union and governmental leaders of the metropolitan Boston area.

which will present the Industrial Relations Clinics, has a high enrollment, indicating intense interest in labor relations problems. Of the more than 70 students enrolled, some 20 are personnel managers, 12 represent leading positions in labor unions, about 10 are plant supervisors, three are assistants to presidents in leading industries, and more than 10 are time-study and training supervisors. The remainder of the Institute group consists of accountants, bank tellers, engineers, plant managers, and other industrial officials who are vitally concerned with the current labor-management situation.

The Clinics, which include five consecutive weekly meetings of two hours each, are listed as: Conciliation and Arbitration, Methods and Procedures; Grievance Procedure and Handling; Interpretation of Wage and Cost of Living Statistics; Interpretation of Financial Statements; Job Evaluation and Merit Rating.

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Institute on Veterans' Problems at Dillard University

The Citizens Committee on Services to Veterans recently sponsored a two-day Institute on Veterans' Problems at Dillard University (New Orleans, La.). Purpose of the conference was to discuss four major issues from the national point of view: jobs and job placements, Negro veterans' housing facilities, business opportunities for Negro veterans, and what the community can do to plan for returning veterans.

Special consultants for the institute included a number of federal, state and local officials and a Negro business survey director.

Northwestern and U.S.C. Win R.O.T.C. Honors

Two of the three highest scores in the recent Navy R.O.T.C. national rifle match were made by teams representing Methodist schools. Northwestern University (Evanston, Ill.) won the first place trophy with 1,575 points and the University of Southern California (Los Angeles) was third with 1,521. Units from 47 colleges and universities took part in the match.

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Northwestern Develops Testing Machine

Development of a mammoth new testing machine, which compresses, stretches and twists steel and other structural materials with greater power, it is believed, than any other such machine in the country, was completed recently at the Technological Institute of Northwestern University (Evanston, Ill.). The thirty-ton steel giant, called a fatigue tester, tests the strength of structural materials under continued and repeated stresses. It can stretch and compress a specimen 200 times a minute with both an extending and compressing force of a quarter of a million pounds.

It will be used immediately in an investigation of the strength of riveted and bolted connections, the largest engineering research project now under way in the nation, which is sponsored by some 15 companies, engineering societies, and government agencies.

Emory to Continue Scholarships, Lectureships

In spite of unprecedented demands made by a record postwar student body, Emory University (Atlanta, Ga.) will continue its policy of granting scholarships, lectureships, and assistantships to outstanding students to encourage original research and graduate study.

"Emory now has more students than at any other time in her history," says Dr. J. Harris Purks, Jr., acting dean of the Graduate School. "We have had to turn down some applicants for admission and may have to turn down more—men who are perfectly able and willing to pay all their own expenses. We feel, however, that it is Emory's mission, regardless of these facts, to continue to offer an opportunity to promising students to do research and study on an advanced plane."

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Syracuse Students Urge Union-Memorial Building

Students of Syracuse University (Syracuse, N. Y.) have initiated a campaign for the erection of a student union and war memorial building on the campus. Led by the *Daily Orange,* campus newspaper, the students have suggested that a portion of tuition funds be used in getting the building under way.

The paper figures that $10 deducted each term for two years from each student's tuition would raise the bulk of needed funds. In addition to serving as a center for extra-curricular activities, the building would be a memorial to Syracuse men who gave their lives in World War II.

Establishment of a new major course of study in Journalism was recently announced by the College of the Pacific (Stockton, Calif.). Emphasis in the major course will be on a broad general education, centering in English studies, with courses in history, political science, economics, sociology and modern languages. A four-year recommended program for the course has been set up, and students may enter the course in the 1946 spring term.

POST SCRIPTS ON COLLEGE NEWS AND VIEWS

WALTER PARKES

Spring term enrollment at Evansville College (Evansville, Ind.) has increased approximately 60 per cent over the school's highest pre-war totals. Some 800 students, including a large number of veterans, overflowed the campus at the beginning of the new term.

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The installation of a precision gauge testing laboratory at Southern Methodist University (Dallas, Texas) was announced recently by Major Gen. G. M. Barnes, chief of research and development for the Army Ordnance Department, and Dr. Umphrey Lee, President of S.M.U. Some $180,000 worth of highly technical equipment will be turned over to the engineering school by Army Ordnance for use in training engineering students and in testing the gauges of industry in the North Texas area.

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Baker University (Baldwin, Kan.) will award honorary degrees to three prominent alumni at the school's 88th commencement June 3. Recipients will be William Colfax Markham, former Kansas newspaper publisher; Dr. James S. Chubb, of the General Board of Evangelism at Nashville, Tenn.; and Dr. Irma Nevins, of the National Safety Council, Washington, D. C.

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The sum of more than $12,000 was raised recently by students, faculty, alumni and friends of Bethune-Cookman College (Daytona Beach, Fla.) for the benefit of a student housing program. The funds came from small donations made both on the campus and in churches, schools, civic and alumni groups in the Florida communities.

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Former President Herbert Hoover was scheduled as the leading speaker for the 1946 Merrick Lectures at Ohio Wesleyan University (Delaware, Ohio) last month. The theme was "Spiritual Rehabilitation of the World," with several prominent educational and church leaders

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As a special aid to the community, the physics department of Duke University (Durham, N. C.) has arranged a collection of selected materials on the control, development and use of atomic power. The display includes articles and government releases concerning the atomic project and is housed in the physics library on the campus.

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Philander Smith College (Little Rock, Ark.) held its eighth annual Achievement and Public Relations Week recently with a program of addresses, special musical features, exhibits and teas. Citizens of the community were invited to attend and the feature address was by Bishop Paul E. Martin.

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Formation of a new radio fraternity by students of DePauw University (Greencastle, Ind.) was announced last month. Called Epsilon Pi Alpha, the organization includes students and faculty members active in radio productions over neighboring stations.

What Is a College?

Grace V. Watkins*

A college is leaving home—
That first going away,
Parting from long-loved faces;
Bewilderment on the campus:
Awe of the seniors and juniors,
Fear of the sophomores;
Registration, and a maze of details;
Choking back tears of homesickness;
Swallowing strange food
And longing for mother's home made bread;
Learning the college songs,
Rush parties and pledging, and the gay thrill
Of the first college date;
And gradually, imperceptibly,
Fierce devotion and pride.

A college is pep rallies and football games,
Crisp brown afternoons,
Marching bands
And cheer leaders splashing their red and gold
Against October;
Deafening shouts and touchdowns and wild cheering,
Bear hugging and dancing a jig
When the victory is won.

A college is classes;
Shivering and sleepy treks
Across the campus in early winter darkness
Quaking students, nervous students,
Those who are bored, challenged,
Fired with purpose, discouraged,
Proud of an A,
Dampened by a D;
A college is term papers and chemistry labs,
Piano lessons and choir,
Checking out library books,
And burning midnight oil.

A college is the faculty:
The assistant—
Young and important,
Condescendingly polite, vaguely aloof,
Lecturing in words of four syllables,
And giving brain-cracking exams;
The professor—
Mellow as wheat in August sunlight,
Telling the same jokes he told twenty years ago,
Forgetting the day of the quiz,
Gently affectionate,
Asking students about their homes and parents,
About their hobbies and ambitions,
Weaving bits of philosophy into the web of facts and theories,
Tinting the prosaic with an aura of beautiful painting,
Fine poetry, sublime music.

A college is the alumni coming back,
Plump and prosperous,
Threadbare and tired;
The superintendent from Podunk Center,
Frayed, but with beaming pride,
The president of a far away Junior College,
Coming back as baccalaureate speaker,
The famous surgeon from New York City,
The prim housewife who was Beauty Queen in 1920,
The farmer with distance of prairies in his eyes;
A college is the alumni who will never come back,
Who lie beneath small white crosses in France
And England and China and the islands of the sea;

* * *

A college is academic robes in a long line
That moves calmly as river on a June morning,
Seniors receiving degrees
With gladness and pride and quick grief of parting,
And tears on the faces of the class of 1890,
As they watch and remember.

A college is a singing stride
Toward the portals of maturity,
A way of life deep-rooted as a pine;
A candle in a quiet aisle of prayer;
And fear and fulfillment,
And looking forward and looking back.
A college goes on forever,
Not in microscopes or maps,
Or ledgers or violins,
Or even tall maples that brush the sky,
But in the still reaches of the hearts
That having loved it, and afterward understood it,
Bear its mark forever.

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* Instructor in Secretarial Training, Simpson College, Indianola, Iowa.